

Let's Talk₁

Teacher Support Site
Optional Activities

CAMBRIDGE
UNIVERSITY PRESS

More information, please

Activity type Information-gap puzzle

Time 10–15 minutes

Preparation Photocopy one set of five cards for each group of five students.

Procedure Divide the class into groups of five students. Give each student in every group a card from the same set. If there aren't enough students for a group of five, give one student two cards. Tell students that they each have one piece of information about someone. Explain that the task is to ask questions and complete the form with the missing information. Encourage students to reply politely if they don't have the information by saying "I'm sorry. I don't know." For less advanced students, write the following models on the board:

What's X's address?

What's X's phone number?

What's X's date of birth/birthday?

What's X's major?

What's X's hometown?

Option To make the activity a little more difficult, have students work as a class instead of in small groups.

Let's Talk 1 **Unit 1**

Name: Giovanni Rossi

Address: 1455 West 25th Avenue

Phone Number: _____

Date of Birth: _____

Major: _____

Hometown: _____



Name: Giovanni Rossi

Address: _____

Phone Number: 643-9792

Date of Birth: _____

Major: _____

Hometown: _____

Name: Antonio Gonzalez

Address: 7832 East Broadway

Phone Number: _____

Date of Birth: _____

Major: _____

Hometown: _____

Name: Antonio Gonzalez

Address: _____

Phone Number: 325-9009

Date of Birth: _____

Major: _____

Hometown: _____

Name: Giovanni Rossi

Address: _____

Phone Number: _____

Date of Birth: February 28, 1969

Major: _____

Hometown: _____

Name: Antonio Gonzalez

Address: _____

Phone Number: _____

Date of Birth: August 7, 1981

Major: _____

Hometown: _____

Name: Giovanni Rossi

Address: _____

Phone Number: _____

Date of Birth: _____

Major: English

Hometown: _____

Name: Antonio Gonzalez

Address: _____

Phone Number: _____

Date of Birth: _____

Major: Electrical engineering

Hometown: _____

Name: Giovanni Rossi

Address: _____

Phone Number: _____

Date of Birth: _____

Major: _____

Hometown: Florence, Italy

Name: Antonio Gonzalez

Address: _____

Phone Number: _____

Date of Birth: _____

Major: _____

Hometown: Rosarito, Mexico

Let's Talk 1 Unit 1

Name: Nadine Helmut

Address: 2610 Grandview Highway

Phone Number: _____

Date of Birth: _____

Major: _____

Hometown: _____



Name: Nadine Helmut

Address: _____

Phone Number: 433-1025

Date of Birth: _____

Major: _____

Hometown: _____

Name: Emma Spencer

Address: 1315 Bridge Boulevard

Phone Number: _____

Date of Birth: _____

Major: _____

Hometown: _____

Name: Emma Spencer

Address: _____

Phone Number: 244-8953

Date of Birth: _____

Major: _____

Hometown: _____

Name: Nadine Helmut

Address: _____

Phone Number: _____

Date of Birth: November 21, 1975

Major: _____

Hometown: _____

Name: Emma Spencer

Address: _____

Phone Number: _____

Date of Birth: October 23, 1977

Major: _____

Hometown: _____

Name: Nadine Helmut

Address: _____

Phone Number: _____

Date of Birth: _____

Major: Chemistry

Hometown: _____

Name: Emma Spencer

Address: _____

Phone Number: _____

Date of Birth: _____

Major: Economics

Hometown: _____

Name: Nadine Helmut

Address: _____

Phone Number: _____

Date of Birth: _____

Major: _____

Hometown: Dresden, Germany

Name: Emma Spencer

Address: _____

Phone Number: _____

Date of Birth: _____

Major: _____

Hometown: London, England

Let's Talk 1 Unit 1

Name: Takahiro Yamashita

Address: 9762 Crescent Road

Phone Number: _____

Date of Birth: _____

Major: _____

Hometown: _____



Name: Takahiro Yamashita

Address: _____

Phone Number: 899-2763

Date of Birth: _____

Major: _____

Hometown: _____

Name: Min Sook Kim

Address: 145 Lakeland Place

Phone Number: _____

Date of Birth: _____

Major: _____

Hometown: _____

Name: Min Sook Kim

Address: _____

Phone Number: 552-4821

Date of Birth: _____

Major: _____

Hometown: _____

Name: Takahiro Yamashita

Address: _____

Phone Number: _____

Date of Birth: January 16, 1977

Major: _____

Hometown: _____

Name: Min Sook Kim

Address: _____

Phone Number: _____

Date of Birth: April 11, 1971

Major: _____

Hometown: _____

Name: Takahiro Yamashita

Address: _____

Phone Number: _____

Date of Birth: _____

Major: Art History

Hometown: _____

Name: Min Sook Kim

Address: _____

Phone Number: _____

Date of Birth: _____

Major: Anthropology

Hometown: _____

Name: Takahiro Yamashita

Address: _____

Phone Number: _____

Date of Birth: _____

Major: _____

Hometown: Yokohama, Japan

Name: Min Sook Kim

Address: _____

Phone Number: _____

Date of Birth: _____

Major: _____

Hometown: Pusan, South Korea

Adjective Crossword

Activity type Crossword puzzle

Time 20–25 minutes

Preparation Photocopy “Student A” sheets for half of the class and “Student B” sheets for the other half.

Procedure Divide the class into two groups: “Student A” and “Student B.” Explain that they have half of the words of a crossword puzzle but these words have been scrambled. Tell group A that their sheet contains words used to describe appearance. Tell group B that their sheet contains words used to describe personality. Have students form pairs with someone in the same group. Working with this partner, the students should first unscramble the words and then write them in the puzzle. When they are finished, put them into new pairs – this time with each “Student A” joining a “Student B.” Tell students to complete the puzzle by exchanging information using the following model:

What's X across?

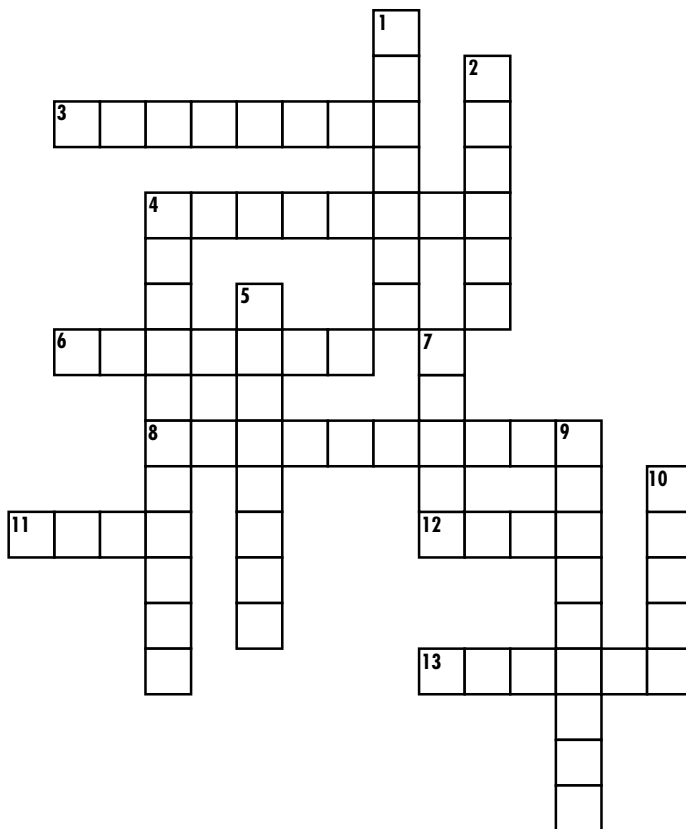
What's X down?

Option Have the students first work individually to solve their part of the puzzle. Then put them into pairs to exchange information.

Name: _____ Date: _____

Student A

You have seven words that describe appearance, but the letters are not in the correct order. First, work with another “Student A” to arrange the letters to form the correct words. When you have the correct words, write them in the puzzle. All the words go across.



Across

3. AUUSLCMR _ _ _ _ _
4. DANOEMHS _ _ _ _ _
6. DEERYLL _ _ _ _ _
8. THOEVEWRIG _ _ _ _ _
11. KRAD _ _ _ _
12. LTAL _ _ _ _
13. RETPYT _ _ _ _ _

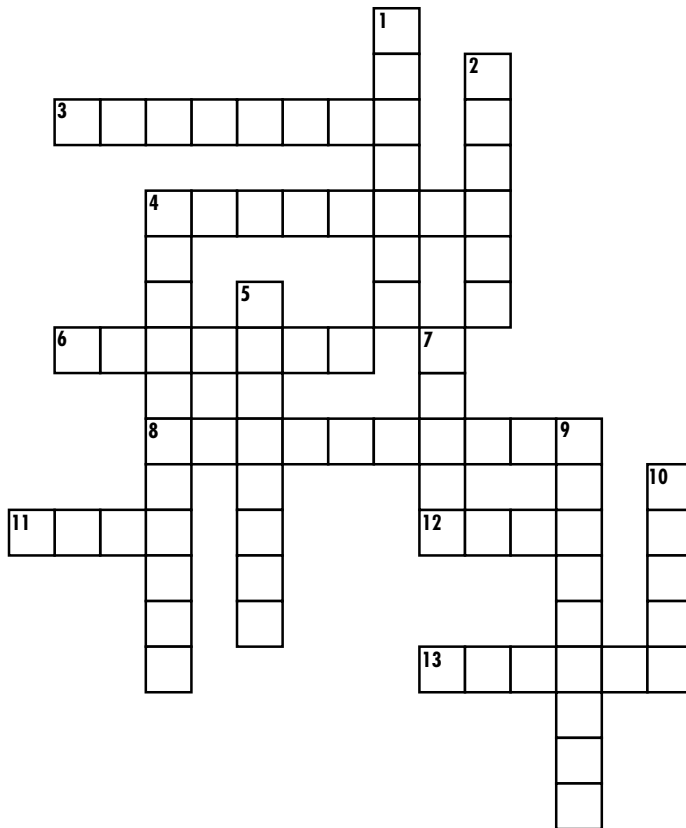
When you finish, pair up with a “Student B” to find all the words that go down.

Name: _____

Date: _____

Student B

You have seven words that describe personality, but the letters are not in the correct order. First, work with another “Student B” to arrange the letters to form the correct words. When you have the correct words, write them in the puzzle. All the words go down.

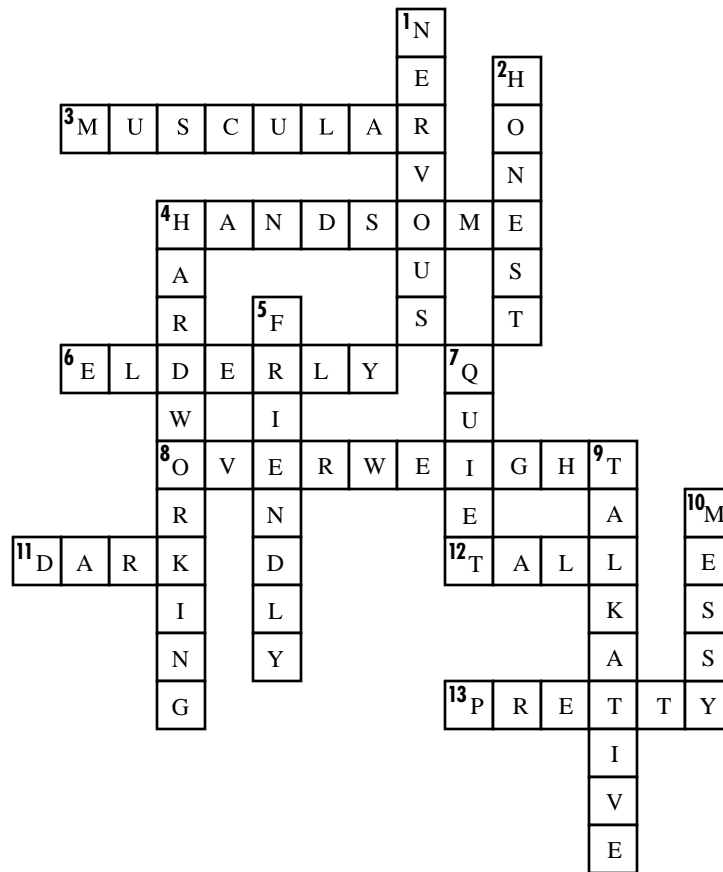


Down

1. EOUNRVS _ _ _ _ _
2. NOTHES _ _ _ _ _
4. GHNAIRKDROW _ _ _ _ _
5. DENYLFRI _ _ _ _ _
7. IUQET _ _ _ _ _
9. TTAALVIEK _ _ _ _ _
10. SYMES _ _ _ _ _

When you finish, pair up with a “Student A” to find all the words that go across.

Answer Key



Across

3. MUSCULAR
4. HANDSOME
6. ELDERLY
8. OVERWEIGHT
11. DARK
12. TALL
13. PRETTY

Down

1. NERVOUS
2. HONEST
3. ~~3. Caring~~
4. HARDWORKING
5. FRIENDLY
6. ~~6. Kind~~
7. QUIET
8. ~~8. Generous~~
9. TALKATIVE
10. MESSY

Free-time activities

Activity type Small-group discussion

Time 20–25 minutes

Preparation Photocopy one activity sheet for each student.

Procedure Divide the class into groups with three to six students in each group. Give students an activity sheet and have them write the words in the correct column.

Answers

play

baseball

basketball

football

golf

pool

rugby

soccer

tennis

video games

volleyball

go

bicycling

bowling

dancing

hiking

ice-skating

shopping

skateboarding

skiing

snowboarding

swimming

When students have the correct lists, have them discuss the questions.

Option Have students first work individually to make up one question using each of the verbs *play* and *go*. Then have them take turns asking and answering questions with the other students in their group.

Name: _____

Date: _____

Play or go? Write each word under the correct verb.

<i>baseball</i>	<i>hiking</i>	<i>snowboarding</i>
<i>basketball</i>	<i>ice-skating</i>	<i>soccer</i>
<i>bicycling</i>	<i>pool</i>	<i>swimming</i>
<i>bowling</i>	<i>rugby</i>	<i>tennis</i>
<i>dancing</i>	<i>shopping</i>	<i>video games</i>
<i>football</i>	<i>skateboarding</i>	<i>volleyball</i>
<i>golf</i>	<i>skiing</i>	

play

go

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Now use the vocabulary to answer these questions with the other students in your group.

How would you complete these sentences?

When I'm tired, I like to play/go . . .

When I'm happy, I like to play/go . . .

When I'm . . . I like to play/go . . .

When you have free time, what activities do you like to do?

Which activities do you do inside? Which do you do outside?

Which activities are interesting? Which are boring? Why?

Visit Vancouver!

Activity type Small-group information gap and discussion

Time 15–20 minutes

Preparation Photocopy “Student A” sheets for half of the class and “Student B” sheets for the other half.

Procedure Have students form pairs. Next give one of each information sheet to every pair. Explain that they need to ask each other questions to complete the chart in part 1. Then they need to read the information and answer the questions. Write the following models on the board as a guide:

What's the maximum average temperature in [month]?

What's the minimum average temperature in [month]?

How much rain falls in [month]?

How many rainy days are there in [month]?

When all the students complete their charts, tell them to read the tourist information in part 2. Then divide the class into groups of four to six students, and have them discuss the questions in part 3 using the climate tables and the tourist information.

Option Have students discuss the average yearly weather in their city or country and give an example of at least one activity that they can do during each season.

Student A

1. Work with a partner. Ask each other questions to complete the chart.

Vancouver, Canada				
Month	Average daily temperature °C		Average monthly rain (mm)	# of days with rain
	Maximum	Minimum		
January	5			20
February		1	147	
March	10			17
April		4	84	
May	18			12
June		11	64	
July	23			7
August		12	43	
September	18			9
October		7	147	
November	9			19
December		2	224	

2. Read the following tourist information about things to do in Vancouver:

Vancouver has three local mountains for skiing and snowboarding. Seymour Mountain is for beginners and is the cheapest. Grouse Mountain is an intermediate ski and snowboard area and is a little more expensive. Cypress Bowl is for beginner to intermediate skiers and snowboarders and is the most expensive. All of the mountains are thirty minutes away from downtown Vancouver and are open from November to May.

Stanley Park is the largest park in North America and has a 10km seawall that is great for biking, walking, or rollerblading. For serious rollerbladers, there are many areas in the park to rollerblade, with trails that range in distance from 3km to 40km.

Robson Street is the main shopping district in Vancouver. Here you can find anything you want or need, from souvenirs to designer clothing shops. Robson Street is in the middle of downtown and is also very close to shopping malls and movie theaters.

Do you want to know more about the native people of Western Canada? Visit the University of British Columbia's Museum of Anthropology. Learn about the culture and lifestyles of Native Americans and see the artwork of famous Native American artists. The museum also has a large collection of historical art that teaches about the history of cultures from around the world.

3. Now answer these questions:

If you like sunshine, what is the best time of year to visit Vancouver?

If you like rain, what is the best time of year to visit Vancouver?

What activities can you do outside? What activities can you do inside?

Which activities can you do both inside and outside?

When would you like to visit Vancouver?

What would you do in Vancouver?

Student B

1. Work with a partner. Ask each other questions to complete the chart.

Vancouver, Canada				
Month	Average daily temperature °C		Average monthly rain (mm)	# of days with rain
	Maximum	Minimum		
January		0	218	
February	7			17
March		3	127	
April	14			14
May		8	71	
June	21			11
July		12	31	
August	12			8
September		9	91	
October	14			16
November		4	211	
December	6			22

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Vancouver has three local mountains for skiing and snowboarding. Seymour Mountain is for beginners and is the cheapest. Grouse Mountain is an intermediate ski and snowboard area and is a little more expensive. Cypress Bowl is for beginner to intermediate skiers and snowboarders and is the most expensive. All of the mountains are thirty minutes away from downtown Vancouver and are open from November to May.

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3. Now answer these questions:

If you like sunshine, what is the best time of year to visit Vancouver?

If you like rain, what is the best time of year to visit Vancouver?

What activities can you do outside? What activities can you do inside?

Which activities can you do both inside and outside?

When would you like to visit Vancouver?

What would you do in Vancouver?

Buy, buy, buy!

Activity type New product creation and advertising poster design

Time 30–40 minutes

Preparation Photocopy one set of questions for each group of four students. Each group will also need a large sheet of paper and colored markers to design its poster.

Procedure Divide the class into groups of four students. Tell them to pretend that they work for a large company. Explain that the task is to create a new product and then design an advertisement for it. The product can be anything from a new car to a new kind of toothpaste. The students should use the questions as a guide to develop the product and to create a poster for it.

Option Exhibit the finished posters around the classroom or the school. Have students vote on categories such as “most original,” “most practical new product,” “funniest ad,” or “most persuasive ad.”

Here are some questions that will help you create a new product. When you finish answering the questions, create a poster to advertise it.

- What is the new product?
- What does the product look/smell like?
- What color(s) does the product have?
- If it is a food or drink, what does it taste like?
- What can it do?
- Why is the product good?
- What is special about the product?
- What can the buyer do with it?
- Who will want to buy this product?
- What will the buyer get for his or her money?



Here are some questions that will help you create a new product. When you finish answering the questions, create a poster to advertise it.

- What is the new product?
- What does the product look/smell like?
- What color(s) does the product have?
- If it is a food or drink, what does it taste like?
- What can it do?
- Why is the product good?
- What is special about the product?
- What can the buyer do with it?
- Who will want to buy this product?
- What will the buyer get for his or her money?

Here are some questions that will help you create a new product. When you finish answering the questions, create a poster to advertise it.

- What is the new product?
- What does the product look/smell like?
- What color(s) does the product have?
- If it is a food or drink, what does it taste like?
- What can it do?
- Why is the product good?
- What is special about the product?
- What can the buyer do with it?
- Who will want to buy this product?
- What will the buyer get for his or her money?
- What will the buyer get for his or her money?

Food, food, and more food!

Activity type Contest

Time 10–15 minutes

Preparation None (possible prize for contest winners)

Procedure Have students form pairs. Explain that this is a contest where each pair has three minutes to think of and list as many items as possible for each category of food that you write on the board. Write some (or all) of the following categories on the board:

Appetizers

Beverages

Spicy foods

Red foods

Yellow foods

Green foods

Main courses

Desserts

Side dishes

Salty foods

Bitter foods

Fruits

Vegetables

After three minutes, say “Stop!” Read each category on the board out loud, and have the pairs read out the different foods that they listed. If a food is mentioned by more than one pair, then no points are awarded. Points are awarded only for unique answers. The pair with the most points wins.

Option ➤ Instead of giving students the categories, have the class brainstorm their own. Then play the game as it is described above.

Wish you were here!

Activity type Pair reading and writing

Time 20–25 minutes

Preparation Photocopy one activity sheet for each student.

Procedure Have students form pairs, and give each student a copy of the activity sheet. Review the postcard with the class, answering any questions about meaning or structure. Tell the pairs to read the postcard and answer the questions. When everyone has answered the questions, tell students to begin the second part of the activity: choosing a vacation destination, imagining that they are there, and writing a postcard to a friend or family member. Encourage students to use Atsuko's postcard and the questions about it to write their own postcards. Also recommend that students use vocabulary from other units to describe weather and climate, free-time activities, money, and food and drink.

Option Tell students to omit the name of the vacation destination they are writing about. Have each pair exchange postcards with another pair and guess where the postcard may have been sent.

Read the postcard from Atsuko to her family. Then answer the questions below.

Dear Mom and Dad,

I arrived in Banff three days ago. I'm staying at an expensive hotel because all the cheap youth hostels were full. There are a lot of things to do and see here. I rented a car yesterday and went to see Lake Louise. There is a five-star restaurant there, and I ate steak and lobster for dinner and had tiramisu for dessert. The food was delicious, but it was expensive. The shops in Banff have a lot of souvenirs. I bought a keychain for you, Dad, and a T-shirt for you, Mom. I bought a silver bracelet for myself, too. It was a little expensive, but it's beautiful. It will always remind me of my trip to Canada.

The weather is very cold here. I had to buy a sweater, some socks, and a jacket. They were all very expensive. I'm having a good time, but Canada is more expensive than I expected. Could you please send me some money?

Love,
Atsuko



Mr. and Mrs. Yashimoto

402 Miyuki Palace

5-3-8 Minami Aoyama

Minato-ku, Tokyo

JAPAN

Where did Atsuko go?

Where did she stay?

What did she do?

What did she see?

Where did she eat?

What did she have for dinner?

Where did she shop?

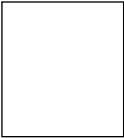
What did she buy?

What was the weather like?

What does she need from her parents?

Now it's your turn. With a partner, choose a place for a vacation. Write a postcard to a friend or family member. Use Atsuko's postcard as a model, and be sure to write about the weather, things you did, and places you saw.

Name: _____ Date: _____

<p>Dear _____,</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Love,</p> <p>_____</p>	<div data-bbox="1084 338 1206 474"></div> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
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What can we do today?

Activity type Contest and small-group discussion

Time 15–20 minutes

Preparation None (possible prize for contest winners)

Procedure Divide the class into small groups of three or four students. Tell students to imagine that they want to do something interesting today, but they don't feel like reading a book or watching a movie. Explain that this is a contest where each group has five minutes to think of and list as many ideas as possible for activities they could do or places they could go. After five minutes, have the groups read out the different activities and places that they listed. If an activity or place is mentioned by more than one group, then no points are awarded. Points are awarded only for unique answers. The group with the most points wins.

Option When the contest is over, assign one of the activities or places to each group. Tell the groups that they should write two or three discussion questions about the activity or place. Write all the discussion questions on the board to make sure that they are grammatically correct. Then have the class form new groups to discuss the questions.

What do your dreams mean?

Activity type Information gathering

Time 10–15 minutes

Preparation Photocopy and cut out one list of dreams and one “dream information” strip for each student.

Procedure Give each student a list of dreams. Explain that they have some brief descriptions of dreams, but not the possible meanings of the dreams. Then give each student one “dream information” strip. If there are more strips than students, give some students more than one strip. Tell students to find the meaning of each dream by moving around the room, exchanging information using the following model:

What does it mean if I dream about . . . ?

If you dream about . . . , it means that

Option When students have completed their lists, have them form groups of four to six to discuss the interpretations of common dreams in their culture(s).

"Dream information" strips

If you dream about walking up a hill, it means that you are having a problem.



If you dream about a dog, it means that you are very loyal.

If you dream about frogs, it means that you are looking for your true love.

If you dream about wildflowers, it means that you will be successful in your career.

If you dream about being sick, it means that you are feeling guilty about something.

If you dream about flying, it means that you feel good about a choice you made.

If you dream about walking through a door, it means that you are looking for new opportunities.

If you dream about your grandparents, it means that you want advice about something.

If you dream about horses, it means that you are very dependable.

If you dream about being thirsty, it means that you are very stressed.

If you dream about bees, it means that you are very busy.

If you dream about toys, it means that you want to be a child again.

If you dream about being chased by someone, it means that you do not want to make a decision.

If you dream about being in a desert, you are lonely.

Name: _____ Date: _____

Here is a list of dreams. Move around the room and ask your classmates if they know what the dreams mean.

If you dream about . . . ,	it means
walking up a hill	
a dog	
frogs	
wildflowers	
being sick	
flying	
walking through a door	
your grandparents	
horses	
being thirsty	
bees	
toys	
being chased by someone	
being in a desert	

What should I do?

Activity type Discussion circle

Time 10–15 minutes

Preparation Photocopy and cut out one “problem” strip for each student.

Procedure Give each student one “problem” strip. Divide the class into groups of six to eight students, then split each group in half. Tell one half to form a circle facing outward and the other half to form another circle around the first circle, facing inward. Make sure that each student is facing a partner in the corresponding circle. If there is a group with an odd number of students, you should join in to complete the circle. Give each pair three minutes to ask for and give advice about their problems. After three minutes, have the students in the inner circle take one step to the right. With a new partner, give students another three minutes to ask for and give advice about their problems. Continue rotating until each student has talked to everyone else in the circle. As a review, ask students to share the best advice they received.

Option ➤ Give each student a blank card, and have him or her make up another problem. Follow the advice circle as described above.

"Problem" strips

I have a cold. What should I do?



I feel unhealthy. What should I do?

I didn't do my homework, and my teacher will be angry. What should I do?

I failed my university entrance exam. What should I do?

My aunt invited me to dinner, but she's a bad cook. What should I do?

I left my books on the bus. What should I do?

I found a wallet with money and credit cards. What should I do?

I am invited to a party, but I don't want to go. What should I do?

I don't like one of my classmates. What should I do?

I don't like the food in the cafeteria. What should I do?

I borrowed my roommate's shirt and I spilled coffee on it. What should I do?

I lost my wallet with all my money and identification. What should I do?

I want to study English in a foreign country. What should I do?

I want to go to college, but I don't have enough money. What should I do?

My friend is visiting from out of town. Where should we go?

I don't like my best friend's new boy/girl friend. What should I do?

I want to go on vacation. Where should I go?



I have a very important job interview tomorrow. What should I wear?

I won some money in the lottery. What should I buy?

I bought a lot of food for a picnic, but now it's raining. What should I do?

Where are we going?

Activity type Giving directions

Time 20–25 minutes

Preparation None

Procedure Have students form pairs. Explain that each pair is going to choose a destination near the school. They will then decide on a route to that destination and write down the directions, without naming the place. Encourage students to write clear directions that anyone could follow to reach the correct destination. Write the following models on the board:

Turn left at/on _____ Street.

Turn right at/on _____ Street.

Walk along _____ Street for _____ blocks.

Walk up _____ Street for _____ blocks.

Walk down _____ Street for _____ blocks.

Go for _____ blocks.

Go along _____ Street.

Go up _____ Street to _____ Street.

Follow _____ Street until _____ Street.

It will be on your right/left.

You will find it on your right/left.

Give the students ten minutes to write their directions. Collect and redistribute the papers, making sure that no pair has their own directions. Give the pairs another ten minutes to follow the new directions and write down the destination they reach. When all the students are finished, tell them to find the classmates who wrote the directions to check if they found the correct place.

Option Choose a popular tourist site. Using the school as a starting point, have students write directions to the site for a friend who is visiting from another city.

A traditional celebration

Activity type Information gap

Time 20–25 minutes

Preparation None

Procedure Photocopy “Student A” sheets for half of the class and “Student B” sheets for the other half.

Divide the class into two groups: “Student A” and “Student B.” Have students form pairs with someone in the same group. Next give one information sheet to each pair. Working with this partner, the students should write questions that will help them get the facts needed to fill in the missing information. For less advanced students, write the following information on the board:

Who? – to find a person

What? – to find general information

Where? – to find a place

When? – to find a time

Why?/How come? – to find a reason

How? – to find a method

How long? – to find a distance or period of time

How much? – to find a price

How big/tall/heavy? – to find a number

When they are finished, put the students into new pairs, this time with each “Student A” joining a “Student B.” Have them fill in the missing information by asking their questions.

Option Ask students to describe an interesting tradition or celebration in their culture(s).

Correct story:

El Día de los Muertos, or The Day of the Dead, is a traditional celebration in 1. Mexico . On this day, people honor 2. their ancestors . They begin celebrating on 3. October 31 . This celebration comes from the ancient Indian cultures of Mexico. The Aztec people believed that 4. spirits of people who have died return as butterflies. Mexican people say that the monarch butterflies that fly south for the winter carry 5. the spirits of their ancestors . This is not a sad or scary time. It is a time 6. of celebration and happiness . It is a time to remember 7. loved ones who have died .

There are skeletons everywhere, made of chocolate or white chocolate. 8. Handmade skeletons , called *calacas*, are very popular. The *calacas* always have 9. a smile , to show 10. a joyful afterlife .

To celebrate, people dress up as 11. ghosts, mummies, and skeletons . Then they walk through 12. the town carrying 13. a decorated coffin . The shopkeepers throw 14. lucky oranges into the coffin as well as flowers, fruit, and candies. At home, the families collect 15. fruit, bread, candy, and flowers . Pictures of 16. the ancestors are also displayed. In the late afternoon, the families light 17. special candles . The next day, families go to 18. the cemetery and clean 19. the graves of their loved ones . They also bring 20. flowers, candles, and candy to decorate the graves. Many families spend the entire night at the cemetery eating and dancing.

Name: _____ Date: _____

Student A

1. Some of the information is missing from the article. Work with another “Student A” to write questions to find out the missing information.

El Día de los Muertos, or The Day of the Dead, is a traditional celebration in 1. _____. On this day, people honor their ancestors. They begin celebrating on 3. _____. This celebration comes from the ancient Indian cultures of Mexico. The Aztec people believed that spirits of people who have died return as butterflies. Mexican people say that the monarch butterflies that fly south for the winter carry 5. _____. This is not a sad or scary time. It is a time of celebration and happiness. It is a time to remember 7. _____.

There are skeletons everywhere, made of chocolate or white chocolate. Handmade skeletons, called *calacas*, are very popular. The *calacas* always have 9. _____, to show a joyful afterlife.

To celebrate, people dress up as 11. _____. Then they walk through the town carrying 13. _____. The shopkeepers throw lucky oranges into the coffin as well as flowers, fruit, and candies. At home, the families collect 15. _____. Pictures of the ancestors are also displayed. In the late afternoon, the families light 17. _____. The next day, families go to the cemetery and clean 19. _____. They also bring flowers, candles, and candy to decorate the graves. Many families spend the entire night at the cemetery eating and dancing.

2. When you finish, pair up with a “Student B” and ask your questions to get the missing information.

Name: _____ Date: _____

Student B

1. Some of the information is missing from the article. Work with another “Student B” to write questions to find out the missing information.

El Día de los Muertos, or The Day of the Dead, is a traditional celebration in Mexico. On this day, people honor 2. _____. They begin celebrating on October 31. This celebration comes from the ancient Indian cultures of Mexico. The Aztec people believed that 4. _____ return as butterflies. Mexican people say that the monarch butterflies that fly south for the winter carry the spirits of their ancestors. This is not a sad or scary time. It is a time 6. _____. It is a time to remember loved ones who have died.

There are skeletons everywhere, made of chocolate or white chocolate. 8. _____, called *calacas*, are very popular. The *calacas* always have a smile, to show 10. _____.

To celebrate, people dress up as ghosts, mummies, and skeletons. Then they walk through 12. _____ carrying a decorated coffin. The shopkeepers throw 14. _____ into the coffin as well as flowers, fruit, and candies. At home, the families collect fruit, bread, candy, and flowers. Pictures of 16. _____ are also displayed. In the late afternoon, the families light special candles. The next day, families go to 18. _____ and clean the graves of their loved ones. They also bring 20. _____ to decorate the graves. Many families spend the entire night at the cemetery eating and dancing.

2. When you finish, pair up with a “Student A” and ask your questions to get the missing information.

Who am I?

Activity type Guessing game

Time 15–20 minutes

Preparation Photocopy the celebrity cards and cut out a card for each student, choosing the celebrities you think students will be most familiar with. You will also need tape to stick a card on each student's back.

Procedure Have the class stand in a line. Starting at one end, stick one celebrity card on each student's back. Students should not be able to see the identity on their celebrity card. Continue until each student has a celebrity card. Tell students that they must find out the identity of their celebrity by asking yes/no questions. Their classmates can answer only with "yes" or "no." For less advanced students, review yes/no question forms and adjectives of physical description. Write the following models on the board:

<i>Am I a man/woman?</i>	<i>Am I . . . ?</i>
<i>Am I tall?</i>	<i>Do I . . . ?</i>
<i>Do I have brown hair?</i>	<i>Do I have . . . ?</i>
<i>Can I sing?</i>	<i>Can I . . . ?</i>

When students guess their celebrity's identity, they can remove their card but should continue answering other classmates' questions.

Option When students have correctly guessed the identity of their celebrity, have them form pairs. Tell the pairs to think of three adjectives to describe each of their celebrities' physical appearance and personality.

**Albert Einstein****Denzel Washington****Andre Agassi****Drew Barrymore****Ang Lee****Elizabeth Taylor****Anthony Hopkins****Elvis Presley****Arnold Schwarzenegger****George Clooney****Bill Clinton****Gustavo Kuerten****Bill Gates****Heath Ledger****Brad Pitt****Ichiro Suzuki****Britney Spears****Jackie Chan****Bruce Willis****James Dean****Cameron Diaz****Janet Jackson****Celine Dion****Jennifer Lopez****Chow Yun-Fat****Jet Li****Christina Aguilera****Jim Carrey****Cindy Crawford****John Travolta****Claude Monet****Julia Roberts**



Kate Winslet

Ricky Martin

Keanu Reeves

Ronaldo

Kim Dong-Sung

Russell Crowe

Lennox Lewis

Shaquille O'Neal

Leonardo DiCaprio

Sylvester Stallone

Mariah Carey

Tiger Woods

Meg Ryan

Tina Turner

Mel Gibson

Tom Cruise

Michael Jackson

Tom Hanks

Michael Jordan

Tony Blair

Michelle Kwan

Tsuyoshi Shinjo

Michelle Pfeiffer

Venus Williams

Nicole Kidman

Vincent Van Gogh

Pablo Picasso

Whoopi Goldberg

Paul McCartney

Wolfgang Amadeus Mozart

Pele

Zhang Ziyi

Unusual homes

Activity type Information gap

Time 20–25 minutes

Preparation Photocopy “Student A” sheets for half of the class and “Student B” sheets for the other half.

Procedure Divide the class into two groups: “Student A” and “Student B.” Have students form pairs with someone in the same group. Next, give one information sheet to each pair. Working with this partner, the students should write questions that will help them get the missing information. For less advanced students, write the following information on the board:

Who? – find a person

What? – find general information

Where? – find a place

When? – find a time

Why?/How come? – find a reason

How? – find a method

How long? – find a distance or period of time

How much? – find a price

How big/tall/heavy? – find a number

When they are finished, put them into new pairs—this time with each “Student A” joining a “Student B.” Have them fill in the missing information by asking their questions.

Option Ask students to describe the most unusual home that they have ever been in or seen.

Correct story:

Oscar Cafiero and his wife Maria live in a very unusual house. They live in a quiet neighborhood in 1. St Nicholas, Argentina . When Oscar retired 2. four years ago , he was very sad because 3. he missed the sea . He was a seaman for 4. thirty years , and 5. living in a regular house was difficult for him. Oscar missed living on a boat. Maria wanted to live on a boat, but she couldn't because she gets seasick!

One day, Maria found 6. a drawing of Oscar's dream boat and got a bright idea. Maria was a designer and designed 7. a house using Oscar's drawing. She changed a few things. She added 8. a strong foundation so the house wouldn't fall over. Their house may look like a boat, but if you put it on water, it would sink!

Living in a houseboat isn't really unusual. There are 9. three decks, or three floors. The lower deck, or the downstairs area, has 10. a living room , a galley (the boating word for a 11. kitchen), a bathroom, a laundry room, and a small bedroom for 12. Oscar and Maria . This area is about 13. 58 feet (17.5m) long by about 14. 13 feet (4m) wide. It is decorated with lots of 15. things from Oscar's real boat . 16. The ceilings are a little low, but it is still very comfortable. From the living room, there is a ladder to three more small bedrooms on the upper decks. There is one more ladder. That ladder goes to 17. the control room . Oscar uses this room as 18. his office .

But this is not a problem for Oscar. He is very happy in his home. He says he never misses 19. the sea anymore. Some men may be the king of their castle, but Oscar loves being 20. the captain of his boat !

Name: _____ Date: _____

Student A

1. Some of the information is missing from the article. Work with another “Student A” to write questions to find out the missing information.

Oscar Cafiero and his wife Maria live in a very unusual house. They live in a quiet neighborhood in 1. _____. When Oscar retired four years ago, he was very sad because 3. _____. He was a seaman for thirty years, and 5. _____ was difficult for him. Oscar missed living on a boat. Maria wanted to live on a boat, but she couldn't because she gets seasick!

One day, Maria found a drawing of Oscar's dream boat and got a bright idea. Maria was a designer and designed 7. _____ using Oscar's drawing. She changed a few things. She added a strong foundation so the house wouldn't fall over. Their house may look like a boat, but if you put it on water, it would sink!

Living in a houseboat isn't really unusual. There are 9. _____ decks, or three floors. The lower deck, or the downstairs area, has a living room, a galley (the boating word for a 11. _____), a bathroom, a laundry room, and a small bedroom for Oscar and Maria. This area is about 13. _____ long by about 13 feet (4m) wide. It is decorated with lots of 15. _____. The ceilings are a little low, but it is still very comfortable. From the living room, there is a ladder to three more small bedrooms on the upper decks. There is one more ladder. That ladder goes to 17. _____. Oscar uses this room as his office.

But this is not a problem for Oscar. He is very happy in his home. He says he never misses 19. _____ anymore. Some men may be the king of their castle, but Oscar loves being the captain of his boat!

2. When you finish, pair up with a “Student B” and ask your questions to get the missing information.

Name: _____ Date: _____

Student B

1. Some of the information is missing from the article. Work with another “Student B” to write questions to find out the missing information.

Oscar Cafiero and his wife Maria live in a very unusual house. They live in a quiet neighborhood in St. Nicholas, Argentina. When Oscar retired 2. _____, he was very sad because he missed the sea. He was a seaman for 4. _____, and living in a regular house was difficult for him. Oscar missed living on a boat. Maria wanted to live on a boat, but she couldn't because she gets seasick!

One day, Maria found 6. _____ and got a bright idea. Maria was a designer and designed a house using Oscar's drawing. She changed a few things. She added 8. _____ so the house wouldn't fall over. Their house may look like a boat, but if you put it on water, it would sink!

Living in a houseboat isn't really unusual. There are three decks, or three floors. The lower deck, or the downstairs area, has 10. _____, a galley (the boating word for a kitchen), a bathroom, a laundry room, and a small bedroom for 12. _____. This area is about 58 feet (17.5m) long by about 14. _____ wide. It is decorated with lots of things from Oscar's real boat. 16. _____ are a little low, but it is still very comfortable. From the living room, there is a ladder to three more small bedrooms on the upper decks. There is one more ladder. That ladder goes to the control room. Oscar uses this room as 18. _____.

But this is not a problem for Oscar. He is very happy in his home. He says he never misses the sea anymore. Some men may be the king of their castle, but Oscar loves being 20. _____!

2. When you finish, pair up with a “Student A” and ask your questions to get the missing information.

Where are they now?

Activity type Small-group discussion

Time 10–15 minutes

Preparation Photocopy one sheet of discussion questions for each student.

Procedure Divide the class into small groups of four to five students. Give all the students a sheet of discussion questions and have them discuss the questions.

Option ➤ Ask each group to use the same questions to talk about themselves and how they have changed.

Discuss these questions about your childhood friends.

Then:

Who was your best friend when you were a child?

What did he/she look like?

What was he/she like?

What were his/her interests?

What was your favorite thing to do together?

What was a trendy thing that you and your friend often did?

What was your friend's favorite outfit as a child?

What was your friend's favorite toy or game?

Did you laugh a lot with your friend? What did you laugh about?

What is your favorite memory of your childhood friend?

Now:

Have you seen your friend since you were children?

Has your friend's appearance changed since he/she was a child? How?

Has your friend's personality changed since he/she was a child? How?

What kinds of clothes does he/she wear now?

What are his/her hobbies and interests now?

Where does/did he/she go to school?

What jobs has he/she had?

What does he/she do for a living now?

Where does he/she live now?

What is one interesting thing that he/she has done?

What are your hopes and dreams?

Activity type Small-group discussion

Time 15–20 minutes

Preparation Photocopy one sheet of discussion questions for each student.

Procedure Divide the class into small groups of four to eight students. Give all the students a sheet of discussion questions and have them discuss the questions.

Option ➤ Cut out all the questions and give each student one question. Give students five minutes to discuss as many questions as they can in their groups. Then have students form new groups. Ask them to continue talking until they have spoken with everyone in the class.

What are your hopes and dreams? Discuss these questions with your group.

What do you hope to do in the future?
What do you plan to do in five years? In ten years?
What has to happen for you to feel successful?
What is one thing that you can't wait to happen?
How do you plan to reach your goal?
If you reach your goal, how will you feel?
If you don't reach your goal, what will you do?
What one skill do you want to learn?
What one thing in your life will you try to improve?
What do you need to make your life happier?
If you make a lot of money, what will you do with it?

**What are your hopes and dreams? Discuss these questions with your group.**

What do you hope to do in the future?
What do you plan to do in five years? In ten years?
What has to happen for you to feel successful?
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What do you need to make your life happier?
If you make a lot of money, what will you do with it?

What are your hopes and dreams? Discuss these questions with your group.

What do you hope to do in the future?
What do you plan to do in five years? In ten years?
What has to happen for you to feel successful?
What is one thing that you can't wait to happen?
How do you plan to reach your goal?
If you reach your goal, how will you feel?
If you don't reach your goal, what will you do?
What one skill do you want to learn?
What one thing in your life will you try to improve?
What do you need to make your life happier?
If you make a lot of money, what will you do with it?
